

US History 8 Unit Overview & Pacing Guide

Unit	Standards Addressed	Enduring Understandings	Essential Questions
<p>HISTORIOGRAPHY</p> <p>Approximate Unit Length: Please utilize historiography to teach and learn the skills of historical inquiry all year long. It is appropriate to introduce these skills as a discrete unit OR to begin with “Three Worlds Meet” and explore these ideas through that content as well as all year.</p> <p>Texts: “History: Unfolding U.S. History 1600-1865 for Grades 5-8” (MindSparks) © 2002</p> <p>“Document Based Questions in American History” (The DBQ Project) © 2002</p> <p><u>A History of US: Sourcebook and Index</u> (Oxford University Press) © 2002</p>	<p>National Standards for History: Historical Thinking-</p> <p>Standard 1 Chronological Thinking A - G; Standard 2 Historical Comprehension A - G; Standard 3 Historical Analysis and Interpretation A - J; Standard 4 Historical Analysis and Interpretation A - D; Standard 5 Historical Issues-Analysis and Decision-Making A - F</p> <p>Alaska Content Standards: History A - D</p>	<p>Enduring Understanding:</p> <p>The students will understand that:</p> <ol style="list-style-type: none"> 1. The study of history involves evaluation, analysis, interpretation, and argumentation. 2. Historical perspectives are ways of viewing history from many different points of view based on gender, race, ethnicity, social status, and distance from the historical event. 3. In order to understand contemporary issues and problems confronting people today, we need to take into account their history, culture, and context. 4. To study history we need to examine the perspectives and assumptions of the people who experience the events. 	<ol style="list-style-type: none"> 1. To what extent are current events influenced by the past? 2. To what extent does everyone have history and culture? 3. How can the study of history help us find our place in the world? 4. How can we use evaluation, analysis, and interpretation to study history? 5. How do primary sources and secondary sources help us interpret history? 6. How are different perspectives for historical events formed and how do they change over time?

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<p>THREE WORLDS MEET (1400s-1620)</p> <p>Approximate Unit Length: 6 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p>National Standards for History:</p> <p>Era 1 <i>Three Worlds Meet (1400s to 1620)</i></p> <p>Standard 1 A - D,</p> <p>Standard 2 A, B</p> <p>Alaska Content Standards: History A - D</p>	<p>The student will understand that:</p> <ol style="list-style-type: none"> 1. Migration is a universal phenomenon among all people. The impulse to explore new territories or lands has resulted in the diversity of many regions including the U.S. 2. The Columbian voyages set in motion long-range cultural, social, and economic changes for African, European, and Native American societies. 	<ol style="list-style-type: none"> 1. Why do people migrate? 2. To what extent do the interactions of immigrants and indigenous peoples impact each other in the new world? 3. How and why does geography effect settlement? 4. To what extent do conquest, colonization, and settlement establish and develop different economic, political, religious, and social institutions over time? 5. To what extent does our current diversity in the U.S. derive from early patterns of exploration and migration?
<p>COLONIZATION & SETTLEMENT (1585-1763)</p> <p>Approximate Unit Length: 6 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p>National Standards for History:</p> <p>Era 2 <i>Colonization and Settlement (1585-1763)</i></p> <p>Standard 1 A, B, Standard 2 A - C, Standard 3 A - C</p> <p>Alaska Content Standards: History A - D</p>	<p>The students will understand that:</p> <ol style="list-style-type: none"> 1. Colonization is a method of conquest and expansion that has been used throughout history. 2. Settlement in the Americas had tremendous impacts on the indigenous peoples and in the worldwide political and economic climate. 3. Slavery and servitude have been implemented throughout history. 	<ol style="list-style-type: none"> 1. To what extent did colonists and indigenous societies influence each other? 2. How and why did geography have an impact on settlement patterns? 3. Why did the Americas attract Europeans? 4. Why did the colonists differ in the ways they established their social institutions of family, education, religion, government, and economy? 5. How did slavery develop and what was its impact in the colonies? 6. How did Europeans compete for control of the Americas?

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<p>REVOLUTION AND NEW NATION (1754-1801)</p> <p>Approximate Unit Length: 7 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p>National Standards for History:</p> <p>Era 3 <i>Revolution and the New Nation (1754-1820):</i></p> <p>Standard 1 A – C; Standard 2 A – B; Standard 3 A, B</p> <p>Alaska Content Standards: History A - D</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. Revolutions, such as the American Revolution, occur as a result of social, political, and/or economic upheaval. 2. Historical figures and philosophies laid the foundations for the system of government under which we live. 	<ol style="list-style-type: none"> 1. To what extent are revolutions inevitable in human society? 2. How do causes, ideas, and interests forge revolutionary movements? 3. How did military tactics, geography, and economic factors contribute to the American colonists' victory? 4. To what extent did the American Revolution create the new American identity?
<p>Civics</p> <p>Approximate Unit Length: 7 weeks</p> <p>Text: <u>We The People</u> (Center for Civic Education) © 2003</p> <p><u>Foundations of Democracy</u> (Center for Civic Education) © 2003</p>	<p>National Standards for History:</p> <p>Era 3: <i>Revolution and the New Nation (1754-1820):</i> Standard 3 A – D</p> <p>National Standards for Civics and Government (Grades 5-8) Standard 1 A – C; Standard 2 A – D; Standard 3 A – F; Standard 4 A – B; Standard 5 A - G</p> <p>Alaska Content Standards: Government and Citizenship A-D</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. The structures of the American government create a unique system, which protect the rights of the individual. 2. The United States is a democratic republic, a government in which representatives are chosen by the people to serve the interests of those represented and to promote the common welfare. 3. In a democratic republic, the individual's participation in civic and political life contributes to the attainment of individual and public goals. 	<ol style="list-style-type: none"> 1. To what extent do the foundations of American constitutional government create a model for current democratic nations? 2. How does the American structure of government ensure a balanced system? 3. To what extent do citizens have a responsibility to work for the common good in a democratic republic?

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<p>EXPANSION & REFORM (1801-1861)</p> <p>Approximate Unit Length: 7 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p>National Standards for History:</p> <p>Era 4 <i>Expansion and Reform (1801-1861)</i></p> <p>Standard 1 A - C; Standard 2 A - E; Standard 3 A, B; Standard 4 A - C</p> <p>Alaska Content Standards:</p> <p>History A-D; Government and Citizenship A - G</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. Expansion and/or change occur whenever a new power reigns. 2. Although slavery was a significant issue that contributed to the outbreak of the Civil War, it was not the only or main issue. 3. States' rights v. federal authority (strong v. weak central government) have been a contentious point throughout America's history. 	<ol style="list-style-type: none"> 1. To what extent did territorial expansion affect Native Americans and international relations? 2. To what extent did economic, geographic, and social forces lure people westward? 3. How do emerging nations grow geographically, economically, socially, politically, and culturally? 4. Why did regional tensions lead to the Civil War? 5. To what extent could the Civil War have been avoided?